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AGENDA
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

22 August 2018 • 11:25 a.m.

Louisiana Purchase Room

W.C.C. Claiborne Building, Baton Rouge, LA

I. Call to Order

II. Roll Call

III. Consent Agenda

- A. Reauthorization of Previously Approved Centers and Institutes
 - 1. Cardiovascular Center of Excellence, LSUHSC NO
 - 2. Center for Hazard Assessment, Response & Technology (CHART), UNO
 - 3. Center for Information Assurance, LA Tech
 - 4. Integrated STEM Education Research Center, LA Tech
 - 5. Institute for Dementia Research and Prevention, Pennington
 - 6. Institute for Economic Development & Real Estate Research, UNO
- B. Routine Staff Reports
 - 1. Staff Approvals
 - 2. Progress Reports for Conditionally Approved Programs/Units
 - 3. Letters of Intent/Proposals in the Queue

IV. Academic Programs

- A. Letters of Intent
 - 1. BS Mechanical Engineering, McNeese
 - 2. PhD Experimental Statistics, LSU
- B. Academic Program Proposals
 - 1. AAS Paramedicine, LDCC
 - 2. MAT Elementary Education Gr 1-5, ULL
 - 3. MS Athletic Training, LSU
 - 4. MS Child Life, SLU
 - 5. DPT Physical Therapy, ULM
- C. Program Termination – BS Dietetics, ULL

V. Other Business

VI. Adjournment

Committee Members: *Marty Chabert, Chair; Blake David, Vice Chair; Claudia Adley; Anthony Kenney, Wilbert Pryor; Collis Temple III; Jacqueline Wyatt; LCTCS, LSU, SU, UL System Representatives.*

BoR AGENDA ITEM III A 1
REAUTHORIZATION of a CENTER of RESEARCH EXCELLENCE
LSU HEALTH SCIENCES CENTER in NEW ORLEANS
CARDIOVASCULAR CENTER of EXCELLENCE

BACKGROUND INFORMATION

The LSU Health Sciences Center at New Orleans (LSUHSC-NO) has submitted a proposal for continued authorization of the Center of Excellence for Cardiovascular Disease, to be renamed as the Cardiovascular Center of Excellence. Established by the Board of Regents in 1991, the Center was formed to develop community education in prevention, treatment and rehabilitation related to cardiovascular disease, to expand patient care programs, and to initiate new areas of research. The request for continued designation as a Center of Research Excellence was approved by the LSU Board of Supervisors at its March 2018 meeting and the report/request was received by BoR staff on 23 July.

STAFF SUMMARY

1. Description

The LSUHSC-NO's Cardiovascular Center of Excellence (CV Center) describes its mission as to:

- Develop a nationally and internationally recognized center of excellence in cardiovascular research and medicine;
- Facilitate the training of young scientists, including postdoctoral fellows, graduate students, medical students, and residents in cardiovascular research and medicine; and
- Encourage the development of basic science, and translational and clinical research with funding from federal agencies and industry.

The CV Center is organized in a series of Core Laboratories which include translational research, CV imaging, vascular function, CV biomarker, CV biorepository, mouse surgery, rat surgery, cardiac myocyte cell culture, and histopathology. Over the last four years, the scientists and faculty have demonstrated a considerable increase in scientific productivity, evidenced by an increase in the numbers of publications, presentations at national and international meetings, and new extramural grants and contracts.

The Center occupies 7,500 square feet of renovated laboratories in the Clinical Sciences Research Building on the LSUHSC-NO campus. Members have developed programs and conducted novel clinically-relevant research studies and gained international recognition for cardiovascular research at LSUHSC-NO. Over the last four years alone, the Center has seen a considerable increase in scientific productivity and funding leading to an increased number of publications, presentations at both national and international meetings, and new extramural research grants and contracts.

2. Programs and Activities

The Cardiovascular Center of Excellence demonstrates performance excellence in interdisciplinary research, education, and community outreach. The Center's many contributions include the following:

- The CV Center provides institutional enhancement through research opportunities for students, residents, and fellows and by developing and recruiting talented cardiovascular researchers to LSUHSC-NO. In just the past four years, the Center has trained over 25 undergraduate and graduate students, medical students, post-doctoral fellows, and residents, in addition to bringing in some \$12.4 million in external funding, which directly benefits the School of Medicine and enhances the institutional environment.
- The CV Center built and currently operates one of only five state-of-the-art translational core laboratories for large animal research facilities in the United States. This unique lab has allowed the Center to collaborate with both academic and industrial clinicians and scientists from throughout the U.S.

- Center faculty have published more than 50 landmark research publications in high impact medical journals since 2013. In addition, the CV Center has hosted 46 international experts in cardiovascular research and clinical medicine to provide cutting edge information and educational opportunities to LSUHSC-NO faculty, research and clinical fellows, and medical and graduate students.
- The CV Center focuses on supporting student and faculty research, and providing a venue to foster collaborations with other departments and institutions. Its programming includes: the CV Center Seminar Series; the CV Works-in-Progress Series; the Berenson Student Research Fund to support undergraduate student research; and the Mary Lou Applewhite Fund to support medical student summer research.
- To engage the community, the CV Center hosts events and maintains representation in related professional organizations. The Center hosted the 36th Annual International Society for Heart Research (ISHR) North American Section meeting in 2017, recruiting one of the world's largest societies for heart research to hear groundbreaking research in New Orleans. It also hosted the Basic Cardiovascular Sciences 2015 Scientific Sessions: Pathways to Cardiovascular Therapeutics, providing a forum for timely discussion of the latest findings from leaders in the field of cardiovascular sciences.

3. Resources and Administration

Dr. David Lefer, Director of the Cardiovascular Center of Excellence has inspired and energized the work of the Center since 2013 when he came to LSUHSC-NO from Emory University's Cardiothoracic Surgery Research Laboratories, which he also directed. Including the director, there are three full-time basic/translational faculty members and one full-time clinical faculty member conducting research studies. In addition, work is guided by a 5-member Board of Directors, and both internal (7-member) and external (5-member) advisory boards, 23 colleague members from the Health Sciences Center and Ochsner Medical, and an 8-member support staff of coordinators and research associates.

4. External Support and Collaboration

The CV Center advances the strategic goals of LSUHSC-NO by providing education, research, and public service through direct patient care and community outreach. In the past five years, CV Center members have secured 30 research grants totaling \$9.2 million, including \$5.7 million in current government, institutional, private company and foundation support focusing on the prevention and treatment of cardiovascular dysfunction. In the same time period, the Center has been working with \$3.2 million in donations and extramural funding, including \$50K from the Mary Lou Applewhite Biorepository Laboratory, \$5K from the Mikie Mahtook Foundation, \$2.5M from the LSU Health Foundation to build the Translational Core Lab, and \$617K in WISE Implementation funding.

STAFF ANALYSIS

Since its initial designation in 1991, the Cardiovascular Center of Excellence has developed and expanded programs in patient care and education, medical education, and research to expand the body of knowledge of cardiovascular health and treatment. The Center's programs have received local, regional and national recognition and have contributed significantly to accomplishing the goals and mission of the LSUHSC's School of Medicine in New Orleans.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend approval of continued designation of the renamed Cardiovascular Center of Excellence at the LSU Health Sciences Center in New Orleans as a Center of Research Excellence under BoR/AA Policy 2.05A, through 1 August 2023.

AGENDA ITEM III A 2
REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED
RESEARCH UNIT
UNIVERSITY of NEW ORLEANS
CENTER for HAZARD ASSESSMENT RESPONSE & TECHNOLOGY (CHART)

BACKGROUND INFORMATION

The University of New Orleans (UNO) is requesting reauthorization of the Center for Hazard Assessment, Response and Technology (CHART). The Center was granted full approval by the Board of Regents in 2002 with 5-year reauthorizations granted in 2007 and in 2013.

STAFF SUMMARY

1. Description and Need

UNO's CHART is an interdisciplinary applied research center focused on sustainability and disaster resilience throughout Louisiana, particularly through mitigation. With the understanding that rising sea levels and subsidence combine with Louisiana's particular vulnerability to natural disasters such as floods and hurricanes, the Center's mission is to assist residents, local and state officials, and communities in understanding and reducing hazard risk. CHART works toward its mission by conducting applied research that expands on existing academic and community knowledge. The Center has built several successful collaborative partnerships with urban and coastal communities, government, and other universities. In addition to the Center's faculty and staff, an integral component of its work is undergraduate and graduate student researchers who participate in its day-to-day activities: fieldwork, academic presentations and publishing, and participation in community meetings. CHART's current applied work addresses repetitive flood losses, mitigation and adaptation planning, flood insurance, and the Community Rating System (CRS).

2. Activities

Since the Center's reauthorization in 2013, CHART has worked on repetitive flooding, mitigation and adaptation planning issues as well as risk literacy, hurricane evacuation of vulnerable populations, the integration of traditional ecological knowledge in disaster planning, and the CRS. The Center completed and maintains a repetitive flood loss data portal for FEMA Region 6, which includes Arkansas, Louisiana, Texas, Oklahoma, and New Mexico. The Center completed a collaboration with the City of New Orleans to assess current evacuation transportation planning with a specific focus on vulnerable populations, and CHART faculty and students assisted with implementation of full-scale exercise of the City-Assisted Evacuation plan.

The Center maintains ongoing collaboration with the Governor's Office of Homeland Security and LSU to update the State's hazard mitigation plan, to include developing strategies to address repetitive flood losses and to improve participation in the CRS, a voluntary program that provides incentives for communities to take action beyond minimum floodplain management regulations. CHART facilitates two CRS user groups made up of community leaders in the Baton Rouge and Lake Pontchartrain areas. A newly awarded Rockefeller Grant will allow the Center to expand its ongoing work with the State Office of Community Development to develop adaptation strategies to address future flood risks in six coastal parishes to a national and global level. CHART's partnership with LA Sea Grant and United Houma Nation supports mitigation and adaptation planning for coastal indigenous communities by documenting how environmental stressors affect their livelihoods and shape the mitigation strategies they use to protect coastal lands.

Upcoming projects include a partnership with New Orleans to conduct repetitive loss area analysis for the city, and an applied research project to provide support for the City of Covington's implementation of drainage system maintenance. Ingrained in CHART's efforts is the training of students in applied hazard mitigation research. Graduate and undergraduate students actively participate in all of CHART's projects.

3. Resources and Administration

UNO's CHART has 11 active faculty members from a wide range of departments, including Planning & Urban Studies, Engineering, Sociology, Political Science, Fine Arts, Computer Science, and the Pontchartrain Institute of Environmental Studies. The Center employs four graduate research assistants and six student workers. Administrative support is provided by two staff members from other units at UNO. The Center was moved to the Department of Planning and Urban Studies in 2016.

4. Budget

CHART operates completely on funding derived from external grants and contracts. Consistent with the past five years, the Center anticipates over \$700K of revenue per year for the next five years from Federal, State, and private sources. The Center Director's salary is covered by her home department, and UNO provides an additional stipend. Sufficient funding is in place for the next five years to support CHART initiatives.

STAFF ANALYSIS

CHART continues to be a vital research unit and community partner in the New Orleans area, as well as throughout the State and region, particularly in ongoing efforts to mitigate the effects of regional disasters such as hurricanes and flooding. Collaboration across departments within UNO, as well as the numerous partnerships with government and community organizations, demonstrate the Center's value in the area of applied research on flood hazard mitigation.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic and Student Affairs Committee recommend continued full authorization of the Center for Hazard Assessment Response and Technology at the University of New Orleans. A report and request for continued authorization will be due June 1, 2023.

AGENDA ITEM III A 3
REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED
RESEARCH UNIT

LOUISIANA TECH UNIVERSITY
CENTER FOR INFORMATION ASSURANCE

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) is requesting reauthorization of the Center for Information Assurance. The Center was granted conditional approval by the Board of Regents in December 2007. The Regents approved full authorization of the Center in January 2009 with annual reports providing evidence of continuing external funding required through June 2012, followed by a 5-year continued full authorization granted in 2013. The University seeks 5-year reauthorization.

STAFF SUMMARY

1. Description and Need

The Center for Information Assurance is an interdisciplinary, collaborative research center in the Department of Computer Information Systems in LA Tech's College of Business. The Center conducts research in the area of risk management and computer security, particularly focusing on the areas of the organizational insider, and internal threats to organizations and information quality. The need for information assurance and cyber security has increased dramatically since the Center was founded, and along with technology, information assurance must address organizational, human, and performance issues. Creative solutions are required to address increasingly sophisticated techniques used by threat actors to attack and compromise information systems. The Center has ongoing research projects in information assurance in accounting, health care, and behavioral information security.

In addition to research, a primary mission of the Center is to provide quality educational opportunities for students at LA Tech and other institutions in the region. Students can complete a concentration in Information Assurance as part of a bachelor's degree or within the MBA. LA Tech also offers a Graduate Certificate in Information Assurance. Students in information assurance courses include regularly enrolled students, regional technology company partners, and those working in national defense.

The Center is a major component of LA Tech's designation by the Department of Homeland Security and the National Security Agency as a Center of Excellence in Information Assurance Education and Center of Excellence in Information Assurance Research (CAE). The designation is the nation's premier academic certification for cyber security education, demonstrating that LA Tech's coursework and degrees meet industry certification standards and NSA/DHS requirements. Both the education and research designations were renewed in 2015.

2. Activities

LA Tech's commitment to national security through workforce development and the Center's primary mission to provide quality educational opportunities in the field are evident in the popularity and effectiveness of information assurance courses and programs. In the past 5 years, courses in information assurance have had a total enrollment of 724 students, including LA Tech undergraduate and graduate students, faculty and students from nearby Grambling State University, and students from regional technology company partners, including General Dynamics, CenturyLink and others on the Information Systems Advisory Council. This year, the Center entered a 2+2 articulation agreement with Bossier Parish Community College (BPCC) for a degree in Computer Information Systems (CIS). CIS courses are also taught on the BPCC campus at the new Louisiana Tech building.

Since 2013, faculty and students in the Center have published dozens of journal articles and done dozens of conference presentations. Doctoral student dissertation research sponsored by the Center has provided positive exposure for the College of Business with two recent successful junior faculty placements at

Cornell University and the University of Alabama at Tuscaloosa. The Center contributes to the CAE community through participation in CAE meetings, workgroups, and research collaborations such as an affiliated faculty agreement with the University of Texas at San Antonio Cyber-Security Center for Security and Analytics that encourages coordinated participation in research efforts and data exchange related to cyber security. One of the Center's faculty is co-chairing the upcoming annual *America's Conference on Information Systems* taking place in New Orleans, and the Center is hosting the 2019 international Dewald Roode Workshop on Information Systems Security Research conference.

3. Resources and Administration

In 2013, the Information Systems faculty group and the Center were moved to the newly created Department of Computer Information Systems. The Center's director now reports directly to the Dean of the College of Business, and the elevated profile of the Center strengthens fundraising efforts and relationships with industry and other constituents. In 2017, the units moved to a newly constructed wing in the College of Business, which includes an office suite, the Digital Forensics Lab, and the Neurocognitive Lab. The Digital Forensics Lab includes a Mobile Forensics Lab, all of which provide resources for digital forensics research and teaching in the areas of traditional computers, mobile devices, and networks supporting projects related to incident response, security risk analysis, and network security. Efforts are being made to virtualize the lab, which will allow classes and assignments to be taught remotely, and for students to have the same lab exercises and experience on their own personal computers. The Center is currently working on raising money for equipment for the Neurocognitive Lab, which, once operational, will be used to execute "real world" situations allowing research on the human mind while it is dealing with various security situations.

The Center has experienced some faculty turnover since it was initially established, but, with four recent faculty hires (two senior and two junior) it has rebuilt the number of faculty (to five) who work directly with the Center. Another recently hired instructor has significant military and intelligence experience and will be working with the Center in the coming years.

4. Budget

The Center for Information Assurance continues to operate on private funding, endowed professorships, and external grants, with administrative support from the College of Business. The University covers faculty salaries, so minimal expenditures from Center resources include student funding, student and faculty travel and training, software, and data collection.

STAFF ANALYSIS

As previously noted, LA Tech has been identified as a National Center of Excellence in Information Assurance Education and a Center of Excellence in Information Assurance Research by the NSA and the DHS, in large part due to the activities of the Center for Information Assurance. The two labs run by the Center, along with the robust, certified curriculum offerings in information assurance, position the Center for continued success in its activities and collaboration with the College of Business and industry.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic and Student Affairs Committee recommend continued authorization of the Center for Information Assurance at LA Tech. A report and request for continued authorization will be due July 1, 2023.

AGENDA ITEM III A 4
REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED
RESEARCH UNIT

LOUISIANA TECH UNIVERSITY
INTEGRATED STEM EDUCATION RESEARCH CENTER

BACKGROUND INFORMATION

Louisiana Tech University (LA Tech) is requesting reauthorization of the Integrated STEM Education Research Center (ISERC). The Center was granted initial approval by the Board of Regents in June 2008. After several progress reports, the Center demonstrated its financial stability and was authorized by Regents to continue until 2018. In July, staff received a request for 5-year continued authorization.

STAFF SUMMARY

1. Description and Need

ISERC is an interdisciplinary center that brings together faculty and resources in the sciences, technology, engineering, mathematics, education, and business. Using a model of multidisciplinary collaboration, the Center's work focuses on engineering and science education, including research and reform, and on the promotion of a culture of education innovation. ISERC's work in STEM education reform includes curricula redesign, K-12 interactions, and integration of entrepreneurship and engineering. The Center works in a wide-range of activities such as teacher workshops and training, scholarship programs, and STEM curriculum development at the high school and post-secondary levels.

2. Activities

Since 2006, ISERC has generated over \$13.4 million in external funding, mostly from federal sources including the National Science Foundation, Department of Education, Department of Homeland Security, and NASA. Its many initiatives have allowed ISERC to become a national leader in STEM education reform. Past projects have led to the innovative project-based freshman engineering program at LA Tech, *Living with the Lab*, and the newly revised computer science curriculum, *Living with Cyber*. The NASA Threads partnerships with K-12 schools resulted in the implementation of an interdisciplinary junior/senior level high school physics curriculum in over 30 high schools. LaTech Step continues to provide additional math training to freshman STEM majors, and many of the programs created with the NSF-Funded ADVANCE grant to provide professional development and support for women faculty in STEM have continued long after the project's funding ended.

ISERC's collaborations span from other units at LA Tech to national organizations and government agencies. The Center partners with the National Integrated Cyber Education Research Center (NICERC), the academic arm of the Cyber Innovation Center (CIC), in the area of STEM curriculum development, bringing national attention to ISERC products. The Center also collaborates with CIC and with the Department of Homeland Security on the *Cyber Discovery* project, a one-week residential event for high school math and science teachers. Internally, the Center partners with LA Tech's College of Education on multiple projects, including the recently developed *U Teach Tech* curriculum for STEM education majors which is supported by UTeach, a national organization committed to improving public education by better preparing future STEM educators. ISERC also continues to collaborate with LA Tech's College of Business on projects such as through developing mini-workshops on equipment use for the launch of the *Thingery*, an on-campus Maker Space that supports invention and innovation. The Center also maintains strong partnerships with high schools in the area and throughout the state through teacher workshops and the weeklong *Cyber Discovery* teacher camp.

ISERC has recently added multiple scholarship programs including *SFS@LaTech*, a program for cyber engineering or computer science majors who are obligated to work for an approved US Government organization following graduation, and the *Sophomore Fast-Forward* program geared toward retention of sophomore engineering students through summer math courses and professional development. Research on persistence and retention of students is also part of the *Fast-Forward* project.

3. Resources and Administration

ISERC is housed in the College of Engineering and Science. In 2014, ISERC added an Associate Director position to support the director in administering ISERC's wide span of projects and collaborations. In 2017, the Center also started receiving part time administrative support from a staff assistant in the College of Engineering's Office of Strategic Initiatives.

The new Integrated Engineering and Science Education Building, scheduled to open in Fall 2019, will house ISERC in a dedicated suite, which includes offices, a large collaboration space, and a project workroom.

4. Budget

The Center continues to operate entirely on funding from sponsored projects and has no dedicated University budget. New and ongoing projects since 2013 have totaled over \$6.2 million in funding from the NSF, with over \$13.4 million total from federal sources since ISERC was initially established.

STAFF ANALYSIS

The work conducted by LA Tech's ISERC not only includes important applied research in the areas of STEM education, but also active service to the institution and the broader community through training and advocacy. The Center's strong history of research funding, high-impact program and curriculum development, active engagement in the local community, and participation in the national conversation on STEM education indicate its relevance and suggest that the Center will have long-term continued success.

STAFF RECOMMENDATION

Senior Staff recommend that the Academic and Student Affairs Committee recommend continued authorization of the Integrated STEM Education Research Center at LA Tech. A report and request for continued authorization will be due August 1, 2023.

AGENDA ITEM III A 5

REQUEST for REAUTHORIZATION of a PREVIOUSLY APPROVED RESEARCH UNIT

PENNINGTON BIOMEDICAL RESEARCH CENTER INSTITUTE for DEMENTIA RESEARCH & PREVENTION

BACKGROUND INFORMATION

Pennington Biomedical Research Center (PBRC) is requesting reauthorization of the Institute for Dementia Research and Prevention (IDRP). The Institute was granted one-year conditional approval by the Board of Regents in October 2008 and then received full approval in August 2009, with continued authorization granted in April 2013. The LSU Board of Supervisors approved a 5-year reauthorization of the IDRP at its June 2018 meeting and forwarded the request to the Board of Regents.

STAFF SUMMARY

1. Description and Need

The mission of the IDRP is to improve the quality of life for individuals in Louisiana by generating world-class research programs focused on dementia prevention and by providing vital educational opportunities for individuals affected by dementia. A particular area of focus for the IDRP is on Alzheimer's disease (AD), the only one of the top ten deadliest diseases in the world without disease-modifying medications. In 2014, the IDRP became Louisiana's first and only clinical site for the national Alzheimer's Disease Cooperative Study, a cooperative agreement started in 1991 with the National Institute on Aging at the UC San Diego School of Medicine, now with clinical sites and research around the country and the world. The IDRP also works with the National Institute of Health (NIH) and pharmaceutical companies around the world to find interventions that prevent and/or treat AD and related dementias, as well as conducting studies such as the Longitudinal Brain Aging Study (LABrainS) with over 4,000 participants providing critical data for brain research. The IDRP gives over 35 presentations a year to different civic and health-related organizations on the topic of dementia and develops technology for dementia research and care.

2. Activities

The Institute's two longitudinal brain studies – the Louisiana Aging Brain Study (LABrainS) and the Jo Lamar Dementia Study (JLDS) – have grown in size and success over the past 10 years and now include over 4,000 individual participants. The studies include assessments in the areas of cognition, depression, lifestyle, mobility, and genetics, among others. Data have been used for 18 peer reviewed publications, and have been essential in the securing of over \$8 million in grants and contracts since the Center's reauthorization in 2013. In addition to securing funding, the Center plans to expand the study by another 5,000 participants, and to add new technologies allowing for web-based assessments over the next 5 years.

The Institute is also the site of multiple multi-site clinical trials and a NIH Alzheimer's Disease Research Center of Excellence. Collaborations on clinical trials are conducted with a diverse array of companies, clinical research organizations, neurologists, geriatricians, and clinical trialists. Helping Hands Technology LLC, a private company, was developed with IDRP technology used in clinical trials to validate web-based assessments for dementia care. External collaborations and the generation of new technologies will continue to be major focus areas of the IDRP.

Student training through participation in research and clinical trials is a critical component of the IDRP's success. The Institute intends to build stronger relationships and collaborations with LSU's medical physics program and increase the number of medical physics students involved with IDRP research. These efforts coupled with additional research and clinical trial funding will aid the Institute in achieving its goal to double the number of students working with the IDRP over the next 5 years.

3. Resources and Administration

The IDRP staff includes a director who reports directly to the executive director of the PBRC, two full time staff, and four part-time contributors. The full time staff include the manager of the IDRP, who also conducts recruitment and assessments, and another staff member who conducts the majority of assessments for clinical trials and helps to oversee compliance issues. Three of the part time members of the IDRP cover further clinical trial assessments, and one MD serves as the medical investigator for the Institute's studies. The IDRP maintains a cognitive testing suite including assessment rooms and offices, as well as several computers, a GAITRite portable single layer pressure sensitive walkway used for mobility assessment, and 40 accelerometers for monitoring mobility. The Institute has plans to hire an additional faculty member, an MD in neurology or geriatrics with a background in AD clinical trial work, in 2019/2020. The goal is to attract significant additional research and clinical funding and to increase the number of student researchers.

4. Budget

The IDRP operates on funding from multiple external sources including NIH grants, pharmaceutical industry contracts for research and clinical trials, and philanthropy. Over the past five years, the IDRP secured over \$8 million in grant and contract funding, and secured and expected funding for the next five years exceeds \$16 million. State resources are not used for IDRP activities or salaries. Aside from research, IDRP funding covers faculty and staff salaries as well as funding for students, lab materials, travel, and training.

STAFF ANALYSIS

IDRP's mission of facilitating research in the area of dementia prevention is essential for the wellbeing of an aging population throughout the State, nation, and world. AD is the sixth largest cause of death in the United States, and is a major cause of institutionalization of the elderly. The Institute provides an infrastructure for conducting brain aging and dementia research, and the large longitudinal study provides valuable data as research in causes, prevention, and treatment of dementia continue to become more critical. The steady growth in funding and recognition of the IDRP indicate a strong future.

STAFF RECOMMENDATION

Senior staff recommend that the Academic and Student Affairs Committee recommend continued authorization of the Institute for Dementia Research and Prevention at Pennington. A report and request for continued authorization will be due May 1, 2023.

AGENDA ITEM III A 6

REQUEST for RECOGNITION & AUTHORIZATION of a PREVIOUSLY EXISTING RESEARCH UNIT

UNIVERSITY of NEW ORLEANS

INSTITUTE for ECONOMIC DEVELOPMENT & REAL ESTATE RESEARCH

BACKGROUND INFORMATION

Since 1978, the Institute for Economic Development & Real Estate has served the Greater New Orleans region and played a part in furthering UNO's identity in the area as an urban research university. When it became apparent that it had not been formally recognized by the Board of Regents as a research center or institute, as required by AA Policy 2.05, the University submitted a proposal that it be named a Center of Research Excellence (CRE), approved by the UL Board of Supervisors in the June 2018 meeting; however, upon further review of the CRE criteria, the University asked that it be authorized as an Institute.

STAFF SUMMARY

1. Description and Need

Since its inception in 1978, the Institute for Economic Development & Real Estate Research has been at the forefront of tracking real estate trends as the only university-based real estate research institute in the New Orleans region. The institute performs two primary functions, the first being production of an annual real estate market analysis publication that informs the UNO community, general public, and business communities on the regional economy and real estate markets, which provides a consolidated statistical resource to aid business leaders and small investors in decision making. Appraisers in the real estate industry use the resource for background data in their reports and valuations, and students find it to be an asset in learning how to use primary and secondary information sources in decision making. Secondly, the institute hosts annual Economic Outlook & Real Estate Forecast Seminars through which university faculty and students, the general public, and business community can gain knowledge from community and business leaders, experience networking opportunities, and earn continuing education hours.

2. Activities

This year the institute will produce the 50th volume of its annual *New Orleans & Northshore Real Estate Market Analysis* report and host its 29th *Dr. Ivan Miestchovich Economic Outlook & Real Estate Forecast Seminar* for New Orleans, along with the 8th for the Northshore region. (The seminar is named after the founding director, who served in that capacity for 37 years from 1978-2015.)

- The Market Analysis is published with the cooperation of leasing agents and property owners through the region who are surveyed to track trends in the market. The report is relied upon by the business community to track trends and aid in decision making, but it has also been quoted by national, regional, and local news media.
- The annual forecast seminars attract an average of 400 attendees each year to the UNO campus and 200-250 in the newer Northshore seminar offering. While real estate industry members (agents, brokers, appraisers, developers, contractors, title companies, and property managers) make up the majority of the audiences, attendees also include a wide variety of business community members, including CPAs, lawyers, architects, bankers, and others involved in economic development.
- In June 2017, the *2016 Louisiana Floods: Flood Insurance Overview* was published, with anticipated updates as information becomes available from the State and Federal governments.
- The LA Realtors Association had begun discussions on the institute creating a quarterly newsletter for the state, but massive flooding caused the Association to refocus on disaster relief. Institute staff hope to reopen the discussion soon.

3. Resources and Administration

The Institute is a research unit housed within the College of Business Administration. Its efforts are supported by a director, assistant to the director, research analyst, and up to two research graduate assistants. The director has traditionally been a faculty member in the Department of Economics & Finance; the institute has had two directors since its inception. Annual operating expenses are \$135-137K. Outside of its two annual projects, funding for the Institute comes from four primary sources:

- Louisiana Real Estate Commission Endowment, established in 1982 to assist in real estate research for the annual market analysis, the corpus is \$292.6K and the fund provides an average of \$877 in interest allocations.
- Institute Endowment, established in 1998 with a \$600K investment, the average annual interest allocation over the last five years has been \$28.8K.
- The Partnership Program, established in 2012 as a sponsorship opportunity, renewable on an annual basis, has averaged \$58K in member/sponsorship fees over the last four years. In 2017 there were 34 partners.
- The University's General Fund allocates \$6,897 per year, and the UNO Alumni Association has been contributing \$1.2K.

In addition, the Economic Outlook and Real Estate Forecast Seminars bring in ~\$15K which helps to fund the institute's continuing work.

STAFF ANALYSIS

UNO's Institute for Economic Development & Real Estate Research has a long history of providing a focused compilation of local data and projections for the greater New Orleans area and has been a resource for the expanded real estate community for decades. Its service attracts business partners to the campus for the annual seminars and provides learning and networking opportunities for students and professionals that would not otherwise be available. The number of individuals and industries participating in the Partnership Program is an indicator of the community's appreciation for and involvement in the institute's efforts.

STAFF RECOMMENDATION

Senior staff recommend that the Academic and Student Affairs Committee recommend full authorization of the Institute for Economic Development & Real Estate Research at the University of New Orleans. A report and request for continued authorization will be due July 1, 2023.

AGENDA ITEM III B 1
ROUTINE ACADEMIC REQUESTS
 Staff Approvals

Institution	Request
LSU	Request to change the CIP Code of the <u>MS/Digital Media Art & Engineering</u> from 50.0102, as originally proposed, to <u>11.0804</u> to better reflect the engineering focus and emphasis on gaming, animation, and visual effects upon implementation. – Approved.
LSU	Request to change the CIP Code of the <u>MS & PhD/Biomedical & Veterinary Medical Sciences</u> from 52.2501 (General Veterinary Sciences) to <u>51.1401</u> (Medical Sciences) to better reflect the transition, since May 2015, into more of an emphasis in both degrees on basic research in areas of biomedical cell and molecular biology/medicine. – Approved.
LSU	Request to offer the BIS/Interdisciplinary Studies (CIP 30.9999) 100% online with selected concentrations, starting with Communications Studies, Psychology, and Sociology. – Approved.
NTCC	Request to terminate the following AAS degree programs at the direction of the faculty credentialing standards and requirements of the Council on Occupational Education (COE) for reaffirmation of accreditation: AAS/Information Technology (CIP 110901); AAS/Culinary Arts & Occupations (CIP 120503); AAS/Journeyman Industrial – Pipetrades and Electrician (CIP 460000) with its supporting CTs and TDs; and AAS/Automotive Technology (470604). – Approved.
SLU	Request to restructure the Department of Languages and Communication in the College of Arts, Humanities & Social Sciences into the <u>Department of World Languages & Cultures</u> and the <u>Department of Communication & Media Studies</u> . – Approved.
SUNO	Request to rename the AA/Drug & Substance Abuse to <u>AA/Addictive Behaviors Counseling & Prevention</u> (CIP 51.1501) to match the companion BS program by the same (new) name, changed in 2014 to reflect current practice in behavior health. – Approved, if approved by the SU BoS at the 24 Aug meeting.
SUSLA	Request to make the following programs available 100% online: CTS/Computer Networking Technology (CIP 11.0901); AGS/General Studies (CIP 24.0102)I AA/Louisiana Transfer, and AS/Louisiana Transfer (CIP 240199); and AAS/Criminal Justice Administration (CIP 43.0103) – Approved.

AGENDA ITEM III B 2

PROGRESS REPORTS for CONDITIONALLY APPROVED ACADEMIC PROGRAMS & RESEARCH UNITS

Initial Approval	Institution	Staff Analysis	Staff Recommendation for Board Action
02.2010	Bossier Parish CC AAS Construction Tech & Management (CIP 15.1001) Conditional approval granted on 2.25.2010, with annual progress reports requested. A progress report was received on 6.26.2018.	Program accreditation was granted by ATMAE last November. Student enrollment has been increasing since 2014, and although program had no graduates in 16/17 there were 6 graduates in 17/18. Efforts to secure 2+2 agreements with area universities continue, and student scholarships, instructional equipment, and staff support have been secured.	Receive and accept the progress report. A subsequent report is due on 7.1.2019.
10.2015	Fletcher TCC AAS Business Administration (CIP 52.0101) Conditional approval granted on 10.28.2015, with annual progress reports requested. A progress report was received on 6.25.2018.	The number of declared majors in the program has increased from 68 in 16/17 to 200 in 17/18, and the program graduated its first 8 students last year. Adjunct faculty have been hired to add to breadth of course offerings, and one full time faculty member was hired in F18. Students can complete the program 100% online.	Receive and accept the progress report. A subsequent report is due on 7.1.2019.
03.2014	River Parishes CC CAS Medical Coding Specialist (CIP 51.0707) Conditional approval granted on 3.26.2014, with annual progress reports requested. A progress report was received on 7.6.2018.	The program has had 6 graduates in each of the past two years, with F18 enrollment currently at 48. Curricular revisions include an externship requirement, which students are expected to complete this coming year. RPCC plans to hire an AHIMA-credentialed program director this year who will seek AHIMA approval of the program.	Receive and accept the progress report. A subsequent report is due on 8.1.2019
06.2014	South Louisiana CC AAS Application Software Dvlpmnt (CIP 11.0201) Conditional approval granted on 6.25.2014, with annual progress reports requested. A progress report was received on 6.18.2018.	There were 124 declared majors this past year, with 5 graduates. The program expects increased enrollment with tech companies CGI, Enquero Inc., and Perficient (which hired 4 of 5 17/18 graduates) recently locating in Lafayette.	Receive and accept the progress report. A subsequent report is due on 7.1.2019.
08.2014	South Louisiana CC AAS Business Administration (CIP 52.0101) Conditional approval granted on 8.27.2014, with annual progress reports requested. A progress report was received on 6.18.2018.	Program growth has been steady since Sp2015 implementation: 18 graduates in 16/17 and 45 in 17/18. An exit survey of last year's graduates indicated that out of 31 respondents, 19 are employed, and 15 indicated intent to transfer to a four-year institution.	Receive and accept the progress report. <u>No further reporting required.</u>
01.2014	South Louisiana CC AAS Digital Media Design (CIP 11.0801) Conditional approval granted on 1.22.2014, with annual progress reports requested. A progress report was received on 6.18.2018	Two-year cohort-based program has had 33 graduates since 15/16, with 13 this past year. Enrollment caps for 4 initial DGMD courses have been increased from 25 to 30, and another set of courses will be offered in the evening to allow for additional cohort starting with 18/19 year. Also adding 3D Animation/ Game Design tracks.	Receive and accept the progress report. <u>No further reporting is required.</u>

04.2014	<p>South Louisiana CC AAS Technical Studies (CIP 47.9999) Conditional approval granted on 4.23.2014, with annual progress reports requested. A progress report was received on 6.18.2018.</p>	<p>Program requires completion of a technical diploma in 1 of 9 areas plus 15 hours of Gen Ed., providing an efficient pathway for TD grads to complete the AAS. Program has graduated 21 students since 15/16, 12 in 17/18. Program plans to increase marketing efforts directed toward enrolled TD students.</p>	<p>Receive and accept the progress report. <u>No further reporting is required.</u></p>
05.2013	<p>Southern University New Orleans BS Forensic Science (43.0106) Conditional approval granted on 5.22.2013, with annual progress reports requested. A progress report was received on 7.27.2018.</p>	<p>Program enrollment continues to increase with nearly 100 declared majors last year, and had 7 graduates. The application for program accreditation was delayed to address issues found by external review and to hire additional faculty and staff to support the program.</p>	<p>Receive and accept the progress report. A subsequent report is due 8.1.2019</p>
02.2015	<p>UL Monroe Master of Public Administration (CIP 44.0401) Conditional approval granted on 2.23.2015, with annual progress reports requested. A progress report was received on 6.18.2018.</p>	<p>Since the program's first graduating class in F16, 36 students have completed the program, with 19 in 17/18. Expected total enrollment for F18 is 54 with 22 of those being new. In S18, a joint MPA/JD program with Mississippi College was established. The program will become eligible to apply for NASPAA accreditation in Aug. 2019 after 4 years in operation.</p>	<p>Receive and accept the progress report. <u>No further reporting is required. Institution should send notice to BoR once program is fully accredited.</u></p>
08.2014	<p>UNO BS Health Care Management (CIP 51.2211) Conditional approval granted on 8.27.2014, with annual progress reports requested. A progress report was received 7.3.2018.</p>	<p>Current enrollment in the program is 48, and first cohort of 5-7 students from partner institution Putian U in China is expected to join program in Sp19. With the first 5 graduates expected by F18, the program will be eligible to begin certification process with AUPHA, and expects to submit the application by Sp19.</p>	<p>Receive and accept the progress report. A subsequent report is due on 7.1.2019.</p>
09.2015	<p>UNO MEd Higher Ed. Administration (CIP 13.0406) Conditional approval granted on 9.24.2015, with annual progress reports requested. A progress report was received on 6.18.2018.</p>	<p>The program's first students enrolled in Su16, and there are currently 22 students enrolled. In May, 5 students graduated and 6 more are expected to graduate in 2018. The institution plans to hire additional adjunct faculty and one full-time faculty member in the near future to expand course offerings and advising.</p>	<p>Receive and accept the progress report. A subsequent report is due on 7.1.2019.</p>

AGENDA ITEM III B 3
LETTERS of INTENT/PROPOSALS in the QUEUE
Forwarded to BoR by Management Boards

REQUEST	CAMPUS	PROGRAM	RECV'D	STATUS
Letters of Intent	UNO	BS – Construction Management	04.23.18	04.23-05.17.18 – circulated to CAOs for input; 06.04 questioned need based on LWC projections; 06.13 rcv'd data from GNO Inc; 06.23 LSU data – stu records/career cntr/advisory council; 07.24 rcv'd revised Lol; 07.25 ongoing questions of need, unnecessary duplication; 08.03 suggested mtg to discuss.
	UNO	PhD – Justice Studies	06.25.18	06.29– 07.27.18 circulated to CAOs; 08.01 questions sent to campus; 08.01 received initial response; 08.03 suggested mtg to discuss.
	LSU	BA – Integrative Arts	07.02.18	07.02-07.30.18 circulated to CAOs for input; 08.09 sent questions to campus, awaiting response.
	LSU	MS – Healthcare Systems Engineering	07.02.18	07.02- 08.03.18 circulated to CAOs for input; 08.09 sent questions to campus; 08.13 campus responses received; under staff review.
	LSU HSC-S	PhD – Rehabilitation Sciences	07.02.18	07.02-08.03.18 circulated to CAOs for input; 08.09 sent questions to campus; awaiting response.
Proposals	SUSLA	AAS – Media Communication	05.15.18	06.01.18 – Teleconference to discuss revising proposal to narrow the focus to faculty strengths and local needs; 08.06, feedback sent to campus on preliminary revised proposal.
	SUSLA	AS – Psychology	05.15.18	07.30.18 – Proposal withdrawn; will create an LT template for a prospective Psychology major.
	SUSLA	AS – Teaching (Gr 1-5)	05.15.18	06.01.18 -- campus encouraged to explore teacher-ed paths; 07.27 campus reaching out to neighboring universities to discuss.

AGENDA ITEM IV A 1
LETTER of INTENT
McNEESE STATE UNIVERSITY
BACHELOR of SCIENCE in MECHANICAL ENGINEERING

BACKGROUND INFORMATION

Engineering has been an ABET-accredited area of emphasis for McNeese State University for decades, an emphasis that was founded on the heavy concentration of industry in southwest Louisiana and the interdependence between industry and the university. At the time of the 1993 Low-Completer Review, the program consisted of four bachelor's level engineering degrees (Chemical, Civil, Electrical, and Mechanical Engineering) and a Master of Engineering, approved in 1969; all but the BS/Electrical Engineering were flagged as low completers. The four undergraduate programs had produced 27 engineering graduates in 1992-93, but only one had met the viability threshold of averaging at least 8. Mechanical engineering was the closest in viability of the three, with a five-year average of 7. At the recommendation of an external consultant, and as a way to improve the engineering program academically while increasing cost-efficiency, McNeese proposed that the specialties be combined into a single undergraduate degree—BS/Engineering—and the consolidation was approved by the Board of Regents in 1994. With the unprecedented industrial expansion in southwest Louisiana over the last 20 years, engineering at McNeese has flourished and the BS/Engineering has averaged 81 graduates over the last 3 years, with 88 in from bachelor's program and 24 from the Master's program in AY2016-17.

McNeese has requested Board of Regents' approval of a Letter of Intent (LoI) to develop a proposal for a Bachelor of Science in Mechanical Engineering (BSME). The LoI was approved by the ULS Board of Supervisors in its June 2018 meeting and sent to the BoR for review and consideration.

STAFF SUMMARY

1. Description

One of the strongest of four concentrations within the BS/Engineering (BSE) in terms of student interest and completion has been the concentration in Mechanical Engineering (ME). The current 128-credit concentration has the breadth and depth of a traditional ME program and the requested BSME would keep the same structure and curriculum under the ME CIP code, 14.1901. Advising sheets that students follow would list the same required courses and prerequisites as they did last year.

2. Need

As industrial expansion has burgeoned in southwest Louisiana over the last several years, existing facilities are expanding and new industrial complexes are being built, resulting in steady enrollment growth in Mechanical Engineering. When companies write job announcements for ME positions, they list the degree requirement as a BSME. For many years, it did not appear to be a problem, but with the recent industrial growth and the influx of new companies, it is becoming a hardship when it stops McNeese's BSE (ME) graduates from applying for jobs.

Although there are BSME programs on the Curriculum Inventory (CRIN) at La Tech, LSU, SUBR, ULL, and UNO, reinstating the BSME program at McNeese should not be considered as unnecessary duplication since the content has been offered and accredited for over 30 years. The stand-alone program would continue to primarily support southwest Louisiana industry with Mechanical Engineering graduates in this time of growth, as it has been doing since its inception, but it would also allow McNeese graduates to directly seek position in industry under the BSME nomenclature.

3. Students

Student interest in this area of study is clear with over 200 majors enrolled in the existing ME concentration every year since 2012, and a 3-year average of 32 ME graduates. Because the BSE degree has averaged 88 graduates per year, extracting the ME program should not negatively impact the

viability of either degree, but it would help make the graduates more competitive in a labor market where employers seek graduates with the clear ME indication in their degree titles.

4. Faculty, Resources & Accreditation

Because of the existing mechanical engineering concentration, the University currently offers all of the courses that would be required for the intended degree, and they are taught by existing full-time and part-time faculty. The department that currently administers the ME concentration already has the curriculum, faculty, staff, equipment, software, facilities and students needed to administer the proposed BSME program. The University will assume the additional cost of hosting future ABET visits for program accreditation. There will be no need for additional funding or resources in the foreseeable future.

STAFF ANALYSIS

McNeese has asked to develop a full proposal for an undergraduate program in Mechanical Engineering, breaking out a very successful concentration in the BS/Engineering degree into a standalone program to better meet the interests of the students and needs of the community. Offering a named degree in Mechanical Engineering could also have a positive impact on the region through student recruitment and expedited employment of graduates.

Because all needed resources are in place to separate the very productive mechanical engineering component from the BS/Engineering, without any necessary changes to the existing curriculum, course offerings, faculty, or support, Staff believe that there would be little value in directing the campus to now develop a program proposal. Instead, Staff recommend that the Lol be treated as a proposal and allow the campus to proceed with implementation.

STAFF RECOMMENDATION

The Senior Staff recommends that the Board of Regents grant conditional approval of the proposed Bachelor of Science in Mechanical Engineering (CIP 14.1901) at McNeese State University. A progress report will be due by 1 July 2020.

AGENDA ITEM IV A 2
LETTER of INTENT
LOUISIANA STATE UNIVERSITY and A&M COLLEGE
PhD in EXPERIMENTAL STATISTICS

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents' approval of a Letter of Intent (LoI) to create a proposal for a PhD in Experimental Statistics. The LSU Board of Supervisors approved the Letter of Intent in May 2018. BoR staff received and circulated it to statewide Chief Academic Officers for review and feedback and have been working with the campus to address concerns.

STAFF SUMMARY

1. Description and Need

The application of statistics in academia, private industry, and government has increased dramatically over the past two decades, and mathematics and statistics are increasingly recognized as directly related but distinct fields. In 2016, statisticians, including those with such titles as data analyst or data scientist, occupied more than 37K US jobs with a median annual salary of \$84K. Statisticians are employed in a variety of fields within the federal government, scientific research and development services, finance and insurance, higher education institutions, consulting services, and as math and science teachers. The US Bureau of Labor Statistics anticipates 34% job growth in the field from 2016-2026.

The LSU College of Agriculture's Department of Experimental Statistics is the principal source of statistical education, research, and service at LSU. The Department was originally created to provide statistical training and consulting to graduate students and researchers in the College of Agriculture and LSU AgCenter, and now provides consulting and teaching support across the university. The planned PhD in Experimental Statistics aims to be an applied statistics program educating students in areas relevant to academic research, economic development, industrial development (including quality control and manufacturing), and biological, social, and agricultural sciences. In particular, the program will target statistics applied to the areas of: industrial statistics and reliability in manufacturing and services; agricultural business including precision agriculture; biology, particularly in the areas of ecological and environmental statistics, proteomics, genomics, and bioinformatics; pharmaceuticals; and social science research. The program will provide a mix of statistical technical skills, computing skills relevant to statistical applications, and statistical research practically applied to problems. The curriculum will draw on the expertise of the Department's faculty as well as that of others across the university, especially from mathematics, econometrics, geography, and engineering.

Related programs at public institutions in the state include the PhD in biostatistics at LSU Health Sciences Center – New Orleans (LSU HSC-NO), and a PhD in Mathematics at the University of Louisiana – Lafayette (ULL). The LSU HSC-NO program is highly specialized to serve medical and health-related professions and covers a limited spectrum of statistical applications. ULL offers a PhD in Mathematics with an Applied Math and a Statistics concentration. While both the ULL math program and the proposed program at LSU offer the traditional core of statistical courses, LSU's PhD program will be specifically focused on research in statistical theory and the application of statistics to a wide array of research areas, and will focus on using math tools in the development of statistical theory, methods, modeling, and computing.

2. Students

After full implementation, the program anticipates having 8-10 students enrolled in the program with 2-3 graduates per year. Initially, the primary source of students will be graduates of the department's Master's in Applied Statistics, other LSU graduate students interested in adding a specialization in applied statistics, and undergraduate students who take courses in the department who may be interested in moving on to graduate study. Students in the Department's Applied Statistics master's program often express interest in a PhD program, and many of the program's graduates go on to complete PhD degrees in statistics at other

institutions around the country. Marketing and recruitment outside of LSU will expand to national and international markets after program implementation.

3. Faculty, Resources & Budget

An assistant professor was hired by the Department in 2017, and an anticipated new department head to be hired this year will provide additional faculty research and teaching support for the PhD program. Current adjunct faculty positions will be refocused on teaching undergraduate statistics courses to allow the graduate faculty to shift to PhD course offerings. Given the existence of the master's program, the institution does not anticipate the need for any additional funds to support the program during the first several years. As the program grows, more faculty time may be needed for the PhD program, and the department anticipates using strategies to maximize the efficiency of faculty time such as by staggering graduate course offerings as needed.

Current graduate student assistantship expenditures for the department are approximately \$80K per year, some of which will be allocated to PhD students. The department also anticipates generating additional external grant funding and contracts with the addition of the PhD program, which will provide sources of financial support for graduate students.

STAFF ANALYSIS

The LSU Department of Experimental Statistics, while initially established as a consulting unit for the institution, has grown to a robust academic and research unit with a successful undergraduate minor and master's degree program. The intended PhD program will be a natural progression of the department's growth, and a distinctive doctoral program in the state in a growing field. The full proposal should include a detailed curriculum and a full description of faculty resources to support the program.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic & Student Affairs Committee recommend approval of the Letter of Intent to develop a full proposal for a PhD in Experimental Statistics at LSU.

AGENDA ITEM IV B 1
PROPOSED NEW ACADEMIC PROGRAM
LA DELTA COMMUNITY COLLEGE
ASSOCIATE OF APPLIED SCIENCE IN PARAMEDICINE

BACKGROUND INFORMATION

Louisiana Delta Community College (LDCC) requests Board of Regents' approval to offer an Associate of Applied Science (AAS) in Paramedicine. The program proposal was approved by the Board of Supervisors of the Louisiana Community and Technical College System at the June 2018 meeting.

STAFF SUMMARY

1. Description & Need

The proposed 60-hour AAS degree in Paramedicine will add a 15-credit General Education core to an existing Technical Diploma (TD) that prepares competent, entry-level paramedics to meet state and national requirements for national certification. The proposed program is designed to expand on the existing educational opportunity to acquire the knowledge, skills, values, and competencies for a career as a Paramedic. The US Department of Transportation (DOT) Paramedic National Standard Curriculum forms the basis for the program. Graduates with the AAS – Paramedic will be eligible to sit for the National Registry of Emergency Medical Technicians (NREMT) certification examination and seek state licensure to practice.

2. Students

The first cohort of paramedic students enrolled in the Technical Diploma program in Fall 2015. The TD program currently has 15 students enrolled, and to date, 23 students have completed the EMT-Paramedic credential: 8 in AY 2016-17, and 15 in AY 2017-18. Graduates, members of the advisory board, and continuing students have been inquiring about the possibility of earning an associate degree since the program began. If approved, the General Education component of the degree could be completed either on site or online, and would be open to program graduates as well as to other paramedics in the local community who are seeking a degree beyond the technical diploma.

3. Faculty, Resources & Administration

The AAS program will be housed within the EMT/Paramedic Department and will continue to use a classroom and separate laboratory on the West Monroe campus, while classrooms and labs for the general education courses will remain with their respective disciplines. The existing program director will be responsible for the administration, organization, and supervision of the program as outlined by the accreditor.

4. Accreditation

LDCC's ongoing TD/EMT-Paramedic has completed both required self-studies, undergone the initial on-site review by the Committee on Accreditation of Education Programs for the Emergency Services Professions (CoAEMSP), and requested accreditation services from the Commission on the Accreditation of Allied Health Education Programs (CAAHEP). During the site visit, visitors commended the College on program coordination and growth. Within the coming academic year, the College should receive a letter regarding accreditation and any issues it may need to address. If the proposed AAS is approved, LDCC will notify SACSCOC and CAAHEP so that the new degree program may be incorporated into accreditation decisions.

5. Budget

As noted, the paramedic training leading to a Technical Diploma is already being offered by the College; the proposed AAS degree will be accomplished through the addition of a 15-credit General Education

core, the enrollment for which will be absorbed by existing course offerings. There should be no financial impact in offering the degree, except for a slight increase in tuition dollars.

STAFF ANALYSIS

LDCC's proposed AAS/Paramedicine will provide an educational opportunity for paramedics and individuals in Monroe and surrounding areas. The degree can be offered at no additional cost to the institution and is a General Education extension on the existing EMT-Paramedic technical diploma.

STAFF RECOMMENDATION

The Senior Staff recommend that the Academic and Student Affairs Committee recommend conditional approval of the Associate of Applied Science in Paramedicine (CIP Code 51.0904) at Louisiana Delta Community College, with a progress report on program implementation and accreditation due by October 1, 2019.

AGENDA ITEM IV B 2
PROPOSED NEW ACADEMIC PROGRAM
UNIVERSITY of LOUISIANA, LAFAYETTE
MASTER of ARTS in TEACHING in ELEMENTARY EDUCATION, GR 1-5

BACKGROUND INFORMATION

The University of Louisiana, Lafayette (ULL) requests Board of Regents' approval to offer a Master of Arts in Teaching (MAT) for Elementary Education (Grades 1-5), with concentrations in Elementary Education and in Elementary French Immersion. The Letter of Intent was forwarded by the UL System in February 2017, but consideration was delayed for a year while awaiting certification policy changes by the Board of Elementary & Secondary Education (BESE). After consultation with staff in the LA Department of Education (LDE), Regents staff waived the Lol and asked the University to submit a proposal. The proposal was approved by the UL Board of Supervisors in June 2018 and forwarded for consideration. LDE and BoR staff (Dr Susannah Craig) jointly reviewed the proposal to ensure that it met requirements for state certification and national accreditation; they recommended that the BoR requirement for external review of graduate programs be waived, and the proposal be submitted to both BESE and BoR for consideration at their next meetings.

STAFF SUMMARY

1. Description

The proposed MAT in Elementary Education (Grades 1-5) is a 39-credit, intensive teacher preparation program designed to prepare students with a baccalaureate degree outside of education to teach in a regular elementary or elementary French immersion setting. The cohort-based curriculum is designed to span four academic terms (two summers of coursework bookending an academic year completing the LDE required residency). Interested students will be required to meet regular Graduate School admission standards and to have passed the Praxis Core and Content area exams. Graduates will meet the LDE requirements for initial elementary certification, and graduates who specialize in French immersion teaching will also have the language competency (level Advanced-Mid on the American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI)) and facility with language immersion methodology to teach in French immersion schools. The French immersion concentration in the program will contribute to the preservation of Acadiana's rich French culture and heritage by deploying high quality French immersion teachers with French language proficiency and pedagogical expertise.

Fall and Spring semesters for students in both concentrations will consist of a residency in which the students will complete all of their field hours and clinical experiences in the elementary classroom with their assigned cooperating teacher-supervisors. Both paths include courses in educational foundations, reading, content methodology, management and assessment. The Elementary program includes a research capstone course, while the French Immersion program includes more courses on immersion methods and specific linguistic issues pertaining to second language acquisition and the teaching of content courses in another language. The LDE has verified that the program addresses BESE's teacher certification requirements.

2. Need

The proposed MAT will improve upon ULL's current certification-only alternative certification (alt-cert) program that requires 33 undergraduate credits for certification, but does not lead to a degree. The proposed Master's degree program requires graduate-level preparation and six more credit hours than the existing alt-cert program, and will attract better-prepared students ensuring the level of rigor associated with graduate coursework. With implementation of the proposed MAT, the certification-only alt-cert program will be phased out, and students will participate in an intensive residency program which meets the new requirement of the LDE.

Regarding the French Immersion path, immersion programs in the U.S. have experienced a 95% growth since 2016, with French the second most popular language taught. Within Louisiana, over 150 French immersion teachers are recruited from abroad annually to fill the need of French immersion schools. In light

of the shortage of qualified teachers and the increasing demand in Louisiana, the program is appropriately proposed by an institution within the Acadiana community.

3. Students

Based on the enrollments in the existing Elementary Education certification-only program, ULL expects to maintain an enrollment of six to eight students in that concentration as the alt-cert program is phased out. The University plans to engage in statewide recruitment for students in the immersion component, initially targeting students with undergraduate training in French/Francophone or international studies, but also expanding to recruitment from Francophone universities with which ULL collaborates, as well as international students interested in earning a LA teaching certification and training in immersion methodology. To meet the Advanced-Mid level of French language proficiency upon completion of the degree, students accepted into the French Immersion MAT concentration will have to demonstrate at least an Intermediate-High skill level on the ACTFL OPI. The language proficiency requirement makes the proposed MAT concentration in Elementary French Immersion a highly selective program, but it will produce excellent teachers for the State's many immersion programs, particularly those in the Acadiana area. With four to six projected students enrolled in the immersion path, the MAT should have 12-14 students enrolled in the program by Year 5.

4. Faculty, Resources & Administration

The MAT will be housed in the Department of Curriculum & Instruction within the College of Education under the same operational model currently supporting the two existing MAT programs. The graduate faculty in the department possess the credentials and expertise necessary to initiate, implement, and sustain the proposed degree; additional faculty will not be required. Curricular matters will be addressed at the department level through use of advisory committees; ULL has close ties to all of the area's public schools and with the Council for the Development of French in Louisiana (CODOFIL). Existing classroom facilities and library holdings are sufficient, and there are plans in place to keep up to date with journals and collections related to immersion research and content-based teaching.

5. Accreditation

ULL currently holds national program accreditation for its education programs with the Council for the Accreditation of Educator Preparation (CAEP). Accreditation will be achieved by utilizing the same measures as the existing undergraduate and certification-only Associate for Childhood Education International (ACEI) specialized accreditation reports. Work in the new program will align with ACEI.

STAFF ANALYSIS

The proposed program concept is designed to help meet the need for certified teachers in elementary schools and districts, but it will also uniquely address the need for trained teachers in French Immersion settings. LDE certification staff have reviewed the program and determined that it meets state teacher certification requirements. The University hopes to have a cohort ready to begin in Summer 2019 so that they may be prepared to teach in Fall 2020.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of a Master of Arts in Teaching in Elementary Education (Grades 1-5) (CIP Code 13.1202) at the University of Louisiana, Lafayette, with a progress report due by 15 June 2020.

AGENDA ITEM IV B 3
PROPOSED ACADEMIC PROGRAM
LOUISIANA STATE UNIVERSITY and A&M COLLEGE
MASTER of SCIENCE in ATHLETIC TRAINING

BACKGROUND INFORMATION

Louisiana State University and A&M College (LSU) requests Board of Regents' approval of a proposed Master of Science in Athletic Training. In 2015, the Commission on Accreditation for Athletic Training Education (CAATE) along with the National Athletic Trainers' Association (NATA), the NATA Board of Certification, and the NATA Research and Education Foundation unanimously agreed to elevate the entry level degree for the athletic training field to the Master's degree, effective 2022 when all BS programs must stop admitting students. The Letter of Intent for the MS in Athletic Training at LSU was approved by the BoR in August 2017, and after LSU Board of Supervisors approval of the program proposal in May 2018, the program was favorably reviewed by Dr. Mark Merrick of The Ohio State University. BoR staff have been working with the campus to address issues raised in the external review.

STAFF SUMMARY

1. Description and Need

LSU has offered an accredited professional-level training program in Athletic Training since 2004, when a concentration was added to the BS in Kinesiology, followed by a standalone BS program established in 2012. In order to continue offering the program, LSU must elevate the curriculum to the Master's level as mandated by the Athletic Training program accrediting agency CAATE. The proposed 60 credit non-thesis program will consist of didactic and clinical coursework that addresses the CAATE standards and educational requirements to prepare graduates for eligibility to take the Board of Certification for Athletic Training (BOC) exam in the student's final semester of coursework. The existing BS in Athletic Training has achieved a 91.4% first-time BOC exam pass rate over the past six years. Built into the curriculum are additional certifications including certification as basic Emergency Medical Technicians, National Board for Certification of Orthopedic Technologists certification in orthopedic casting/splinting and bracing, and a certificate for advanced training in the Graston Technique (instrument-assisted manual therapy training).

According to the US Department of Labor, the athletic training profession is one of the top healthcare in-demand professions with an expected job growth of 23% through 2026. Additionally, the Louisiana Board of Elementary and Secondary Education requires that Career and Technical Trade and Industrial Education (CTTIE) teachers in high schools who are teaching the Athletic Training curriculum be licensed athletic trainers. Finally, CAATE expects the total number of programs in Athletic Training offered nationally to decrease with the mandated change to the graduate level. Louisiana is poised to go from six total programs to just two. McNeese and Nicholls, as well as the private institution Louisiana College, have already eliminated their athletic training programs, and ULL has indicated to CAATE that it also intends to eliminate its program. LSU and Southeastern (Letter of Intent approved in June) will be the only two remaining accredited programs in the state.

2. Students

If approved, the program will begin phasing out the existing undergraduate program immediately, with the last cohort admitted for fall 2019 and new Master's students admitted for entry in summer 2020. The existing undergraduate program at LSU currently enrolls approximately 20 students per year, and the School plans to continue that enrollment number during initial implementation of the Master's program. Future enrollment is planned for approximately 26 students per year. Expected job growth, licensure mandates for high school teachers, and the elimination of other programs are indicators that enrollment at LSU's program will remain strong. Admissions requirements include current certification in Basic Life Support, completion of a minimum of 75 hours of observational professional experience under a BOC credentialed athletic trainer or physician, and a B- or better in a set of prerequisite courses that can be completed in a wide variety of undergraduate majors ranging from biological sciences and kinesiology to English and communication studies.

3. Faculty, Resources & Budget

Department resources have been allocated to hire a 3rd full time faculty member in order to meet the new program's coursework needs and accreditation standards. After the phase-out process for the existing undergraduate program, this additional faculty person will replace several existing adjunct faculty positions that do not meet the requirements for LSU's graduate faculty status.

LSU's School of Kinesiology currently has a strong relationship with the LSU Athletic Department for shared space usage, and has space designated in the Huey P Long Fieldhouse and the Martin J Broussard Center for Athletic Training, with the addition of basement space in the Gym Armory available beginning spring 2019. Clinical training will continue in LSU's Athletic Department, and in area high schools and physician clinics. Initial enrollment in the program will be capped at 20 in order to ensure existing resources are sufficient during the transition phase. After the undergraduate program has been phased out and the Master's program fully implemented, a complete assessment of resources will be conducted before increasing enrollment. The CAATE substantive change request and coinciding accreditation site visit required to move the program to the graduate level is expected to total \$13K over two years.

STAFF ANALYSIS

LSU's existing Athletic Training program has a strong record of success, and received an enthusiastic endorsement from the external reviewer. While facility issues are an ongoing concern for the program, existing space and equipment are sufficient for transition to the Master's level. LSU is poised to be one of only two accredited athletic training programs in the state, providing a much needed supply of athletic trainers for our healthcare industry and high school athletic training programs.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic and Student Affairs Committee recommend conditional approval of the proposed Master of Science in Athletic Training (CIP 51.0913) at Louisiana State University. A progress report will be due by July 2020.

AGENDA ITEM IV B 4
PROPOSED ACADEMIC PROGRAM
SOUTHEASTERN LOUISIANA UNIVERSITY
MASTER of SCIENCE in CHILD LIFE

BACKGROUND INFORMATION

Southeastern Louisiana University (SLU) requests Board of Regents' approval of a proposed Master of Science in Child Life (MS/CL). The Letter of Intent was approved by the BoR in October 2017, and a draft proposal was favorably reviewed by Rose Ressler, MA, CCLS, Coordinator of Child Life at the University of Akron, in April 2018. SLU's program was initially planned in response to the Association for Child Life Professionals (ACLP) decision to require a graduate degree as the entry level degree for employment in Child Life positions by 2022. In January 2018 the ACLP rescinded the graduate degree requirement for CL certification eligibility; however, the Board of Directors noted that "it seems reasonable that an advanced degree would strengthen the profession and at some point an advanced (graduate) degree may be required." With the reviewer's feedback, the proposal was finalized, approved by the ULS Board of Supervisors in June 2018, and forwarded for Regents' consideration.

STAFF SUMMARY

1. Description and Need

Certified Child Life Specialists (CCLS) are allied health professionals who work with children and families under stress to help them understand and cope with illness, treatment, and hospitalization. In addition to providing direct patient care, CL specialists also coordinate in-hospital special events, direct child and family resource centers, participate in community outreach, supervise volunteers, and mentor students. They typically work in pediatric hospitals but are also found in clinics, rehabilitation centers, palliative care settings, and camps for children with chronic health issues. SLU's proposed online MS/CL will provide graduate-level academic training for students seeking to become advanced practitioners in Child Life by addressing four core areas of study that each include specific knowledge and skill competencies: the care of infants, children, youth and families; professional responsibility; education and supervision; and research fundamentals.

The program will offer students two approaches: a 36-credit BS to MS accelerated program for students majoring in Family & Consumer Sciences with a Child Life concentration; and a 51-credit traditional program for students holding a bachelor's degree in a different discipline. Students in the latter path must have completed at least one course in each of the following areas before beginning graduate coursework: medical terminology, lifespan development, family development, parenting, research methods, and statistics. Both will complete the same 36 credits of coursework, including a thesis, but the accelerated students will have completed the 120-hour practicum and 600-hour internship experiences as part of their undergraduate work. Since the program will be 100% online with a blend of synchronous and asynchronous courses, it is anticipated that students from out of state will enroll. SLU has a good relationship with area hospitals (Ochsner for Children, Tulane-Lakeside, Children's Hospital of New Orleans, and Our Lady of the Lake Children's Hospital) which provide members to serve on the program's Advisory Board, but students may complete their internships under the guidance of a CCLS in any hospital.

The proposed degree will include rigorous study of CL theory and application as well as research, program administration, grant writing, and leadership skills to prepare students to become advanced practitioners. Southeastern and Louisiana Tech are the only two public universities in the State that offer an undergraduate area of study in Child Life. To meet projected national and state-wide needs for master's prepared specialists, this program will have far-reaching appeal.

2. Students

In Fall 2015, SLU began offering Child Life as a concentration under its BS/Family & Consumer Sciences, and in just over three semesters 48 students had chosen it as their area of concentration. Early enrollment

projections for the proposed program are 5 to 10 students in Year 1 based on the anticipated number of well-qualified students who may apply within relatively short notice of its approval; by Years 2 and 3 the campus expects 15-20 students, eventually capping at 30. To enter the program, students will have to have completed a Bachelor's degree with at least a 3.0 cumulative GPA, the prerequisite coursework in the six areas listed above, and at least 100 hours (volunteer or paid) work experience with hospitalized children.

3. Faculty, Resources & Budget

Generic syllabi were submitted for the external review, but faculty will continue to work with the Child Life Advisory Board and the University's Curriculum Council (UCC) to complete development of the 12 new courses for this degree. The campus included a schedule for course proposals to be submitted to the UCC through April 2019 so that they will be eligible for program implementation in the Fall 2019 semester. The Advisory Board will be involved in developing the syllabi and determining best practice for assessing comprehensive knowledge through projects, papers, assignments and exams.

ACLP requires that certification candidates complete at least one course from a CCLS; as Southeastern has two CCLS on its faculty, students from other universities across the nation have inquired and enrolled in one or more SLU courses. New faculty should not be needed until Year 2 of program implementation, at which time one tenure-track faculty member will be requested, with an additional instructor or faculty member anticipated for Year 5. All graduate faculty have completed training in distance learning methodologies to ensure quality assurance for online education, and continuous training and education will promote cohesiveness in program development and delivery. The program will be housed in the Department of Health and Human Sciences in the College of Nursing and Health Sciences.

While there is no current accreditation process for Child Life programming, it is expected that ACLP will develop an accreditation program in the future. As a commitment to excellence, SLU will pursue an elective ACLP "program endorsement" for the 2020-21 academic year.

Costs associate with program implementation include the hiring of adjunction faculty to teach an additional three courses per semester beginning in the first year of implementation (2019-20), and an additional full-time instructor as well as support for a Program Coordinator in Year 2: \$14K in Yr1; \$72K in Yr 2-4, the costs for which should be covered by tuition. Other existing faculty and office administration will be incorporated at no additional cost.

STAFF ANALYSIS

Southeastern Louisiana University's proposed MS in Child Life will provide students with academic and applied training in child and family-centered care during the stressful times of hospitalization and prepare them for national Child Life Council (CLC) professional certification. If approved, the MS in Child Life will be the first Master's-level program in the State; its online delivery will make it nationally attractive to prospective graduate students.

STAFF RECOMMENDATION

The Senior Staff recommends that the that the Academic & Student Affairs Committee recommend conditional approval of the proposed Master of Science in Child Life (CIP 51.0000) at Southeastern Louisiana University. A progress report will be due by July 2020.

AGENDA ITEM IV B 5
PROPOSED ACADEMIC PROGRAM
UNIVERSITY OF LOUISIANA AT MONROE
DOCTOR OF PHYSICAL THERAPY

BACKGROUND INFORMATION

The University of Louisiana, Monroe (ULM) requests Board of Regents' approval to offer a Doctor of Physical Therapy (DPT) degree. The BoR approved the Letter of Intent in August 2017, and a draft proposal was reviewed by both Dr. Barbara Gresham, Program Director and Associate Professor in the DPT Program at the University of Mary Hardin-Baylor, and Dr. Harvey Wallmann, Head of the Department of Physical Therapy at Western KY University. Both reviewers wrote of concerns that have been addressed in the final proposal and in subsequent discussions. The proposal was approved by the UL Board of Supervisors at its June 2018 meeting and forwarded to the Regents for consideration.

STAFF SUMMARY

1. Description and Need

The proposed DPT program is a clinical, professional doctorate that prepares graduates for initial practice in physical therapy and for the lifelong learning necessary to function within an ever-changing health care environment. Physical therapists diagnose and treat individuals of all ages whose medical or health-related conditions limit their abilities to move and perform functional activities in their daily lives. The proposed program will include three years of full-time coursework and clinical education training. Students will become knowledgeable in the biological, physical, behavioral, and movement sciences essential for the practice, and skilled in methodology to diagnose conditions causing or leading to limitations in mobility and in designing appropriate protocols to improve long-term health. The curriculum has been designed to meet the standards and required elements of the profession as described by the Commission on Accreditation in Physical Therapy Education (CAPTE). The program includes content and experiences in the following areas:

- Natural and behavioral sciences (genetics, kinesiology, pathology, psychosocial aspects of health and disability and diagnostic imaging);
- Professional Practice (ethics and values, management, finance, teaching and learning, clinical reasoning, and applied statistics); and
- System Interaction (i.e., cardiovascular, endocrine, immune, lymphatic, musculoskeletal).

At the recommendation of both external reviewers, the sequencing of some of the proposed courses has been changed to ensure that content will be better understood. The final curriculum will be worked out by the Program Director, Director of Clinical Education and the faculty, with assistance from the advisory board, the members of which will be recruited over the next year.

The statewide need for physical therapists (projected at 140 openings per year) is expected to remain stable into the foreseeable future as the US population ages, and the demand for physical therapy services grow. Louisiana has two accredited DPT programs at LSUHSC-Shreveport and LSUHSC-New Orleans, and the newly launched program at Franciscan Missionaries of Our Lady University (FMOLU, previously OLOL). Collectively, these institutions admit 110 students and will produce about 103 graduates annually. Assuming all graduates remain in the State upon completion, there would still remain an unmet need of 37 PTs per year. The statewide need is echoed in the letters of support from the local healthcare community. ULM's proposed program would help fill the regional and statewide shortage of physical therapists and increase access to quality healthcare.

2. Students

With 30-40 graduates per year in the pre-physical therapy concentration of the BS/Kinesiology, ULM could fill its 30-student cohorts with its own graduates, but expects that students will be attracted from across the state. Data from the 2015-16 cycle show that 270 of 400 applicants to Louisiana PT programs were Louisiana residents seeking admission to PT schools, with each program accepting only 30-40 students

each year. ULM does not expect a shortage of qualified applicants. In addition, since persons of color are underrepresented in physical therapy, the University plans to direct special attention to creating pipelines from middle- and high-schools into the undergraduate kinesiology (pre-PT) program, and from the State's HBCU institutions into the DPT.

3. Faculty, Administration & Resources

The DPT program will be housed in the College of Health Sciences. ULM has identified a prospective Program Director (PD) with experience in DPT program development who will be on campus at least one year before students enroll in the new program to: finalize the curriculum and syllabi for the first two years; hire a Director of Clinical Education (DCE); recruit an advisory board; develop policy and procedure manuals for faculty, students, clinical education, and assessment; and recruit the faculty and students to welcome the first cohort in Summer 2020. The plan is to have the Director on campus in Spring 2019 and the DCE by Summer 2019 to participate in planning and development, and to line up and confirm at least 45 clinical sites (150% of the number of students). Additional faculty will start in 2020, or as the Director feels is appropriate.

ULM has identified an estimated 17,000 square feet of dedicated space (two floors in Brown Hall, above the Kinesiology program) for the new program. Funds have been allocated or donated for renovations and equipment to meet classroom, office, and laboratory needs, including a musculoskeletal lab, neuromuscular PT lab, and biomechanics (motion analysis) lab to be shared with kinesiology. In addition, the DPT will share the existing state-of-the-art Human Performance (exercise physiology) Lab in the building. The University also has a verbal agreement with the Edward Via College of Osteopathic Medicine (VCOM at ULM, scheduled to open in Summer 2020) to share a dual appointment anatomy faculty member and to use its cadaver laboratory so the ULM DPT program will not have to build a separate facility.

4. Accreditation

The program will seek accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). ULM will notify CAPTE in Spring 2019 of its intent to implement a DPT program, and will proceed through the required reports, self-study and on-site visit aiming for accreditation by Spring 2022.

5. Budget

The DPT is an expensive endeavor requiring a significant investment to get underway. ULM has projected at least \$1.07M in start-up costs for the first year (2019-20), centered around hiring the PD and DCE, and completing preparations of the required facilities. Those costs will be covered by a combination of already secured donated funds, re-purposing existing institutional funds, and/or through a short-term loan to be serviced with future tuition revenue in Years 3 and 4. Work on the facilities and equipment should be completed by 2020 and the first cohort will begin. ULM anticipates that the program will be self-sustaining beginning in Year 3.

STAFF ANALYSIS

ULM's strength in the health sciences, ranging from nursing, pharmacy, and speech language pathology to dental hygiene, occupational therapy, and radiologic technology, is unique among the state's public universities. In that context, and with its degrees in kinesiology (with a strong pre-physical therapy concentration) and exercise science, physical therapy is a natural extension to its degree inventory. The proposed program has the potential to help fill a growing need for physical therapists and access to a quality, public university program for students hoping to enter the field. Much planning and research has been accomplished to prepare for the proposed program, and more is to be done, with Regents' approval to proceed, before it is ready to launch, but the groundwork has been laid and the plan is in place.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend conditional approval of the proposed Doctor of Physical Therapy (CIP 51.2308) at University of Louisiana, Monroe, with an enrollment target of Summer 2020. A progress report will be due in July 2020.

AGENDA ITEM IV C
ACADEMIC PROGRAM TERMINATION
UNIVERSITY of LOUISIANA, LAFAYETTE
BACHELOR of SCIENCE in DIETETICS

BACKGROUND INFORMATION

With approval of the UL System, the University of Louisiana, Lafayette (ULL) is requesting termination of the existing Bachelor of Science degree in Dietetics. The University notes that all currently enrolled students will be allowed to complete their program of study within a reasonable period of time, but that no new students will be admitted.

STAFF SUMMARY

A registered dietitian nutritionist is a food and nutrition expert who has met academic and professional requirements including:

- Earned bachelor's degree with coursework approved by the Academy of Nutrition & Dietetics' Accreditation Council for Education in Nutrition & Dietetics (ACEND);
- Completion of an accredited, supervised internship at a healthcare facility, community agency or foodservice corporation;
- Passage of a national exam administered by the Commission on Dietetic Registration; and
- Maintenance of registration by ongoing completion of continuing professional educational requirements.

At the present time, there are four Dietetics programs in the Curriculum Inventory: BS/Dietetics at Nicholls and at UL Lafayette; BS/Nutrition & Dietetics at LA Tech; and BS/Nutrition & Food Science with a dietetics concentration at LSU. After completing the didactic degree program followed by a supervised internship, individuals must pass the Registered Dietitian exam to work as dietitians.

After both internal and external program reviews and much deliberation among stakeholders, and based on concerns with low enrollments and suboptimal student pass rates on the Registered Dietician exam over the previous five years, ULL decided to proceed toward eliminating its Dietetics program. At the end of the Fall 2016 semester, admission to the Dietetics program at ULL was discontinued. In Spring 2018, 14 of the remaining Dietetics majors graduated and the final 11 seniors are on track to graduate in May 2019.

STAFF ANALYSIS

Staff concurs with the rationale for termination stated above and commends the University for the self-review which led to these recommendations as well as the teach-out plan that has guided implementation and student advisement. As a result of the planning and advisement, ULL expects no appreciable impact of this program termination on remaining programs or units.

STAFF RECOMMENDATION

The Senior Staff recommends that the Academic & Student Affairs Committee recommend approval of the proposed termination of the BS/Dietetics (CIP 51.3101) at the University of Louisiana, Lafayette.